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Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum.

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Identifiers-*ComField Model Teacher Education Program

A two-part instrument for evaluating education students in the practicum has been developed. Part 1 is designed to assess the student teacher's definition of instructional objectives, while Part 2 focuses on his implementation of those objectives. The student teacher is given both performance and explication ratings. Performance level is evaluated through observation of the student teacher while he is engaged in actual teaching experiences. Explication is appraised during conferences in which the student teacher is asked to explain his teaching performance in a particular situation in relation to general performance criteria. (This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154.) (SG)

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**APPENDIX K--TRIAL FORM OF AN INSTRUMENT FOR EVALUATING
INSTRUCTIONAL MANAGERS IN THE PRACTICUM**

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TRIAL FORM OF AN INSTRUMENT FOR EVALUATING
INSTRUCTIONAL MANAGERS IN THE PRACTICUM

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The exemplar appraisal instrument is in two parts. Part 1 is devoted entirely to an assessment of the objectives that the instructional manager defines for a particular set of activities by her pupil. In assessing the objectives, the first criteria has to do with the technical performance of describing the objectives in behavioral terms. A second set of criteria define measures of the appropriateness of those objectives. The two parts to this assessment of objectives, then, are intended to provide a basis for assessing both the technical competence of the instructional manager as a changer of behavior, and also the valuing behavior of the instructional manager when they decide objectives in terms of content, learning outcomes and learner characteristics. Part 2 of the exemplar instrument deals with the effectiveness of the plans and performance of the instructional manager for that particular set of objectives. In other words, given the objectives, Part 2 asks how effective are the means of carrying out these objectives? The balance of the assessment instrument provides criteria for assessing both planning and interaction on the part of the instructional manager.

(Performance is appraised by observing plan and interaction.
 Explication is appraised during conference with IM who explains
 why a particular performance meets criteria for such performances
 in general. Explication reflects ability to verbalize and
 generalize about specific teaching set.)

Perfor- mance Rating	Explica- tion Rating	Comments and Notes	Total of Ratings
Weak	Weak	Comments and Notes	
Adequate	Adequate		
Strong	Strong		
I. <u>DEFINES OBJECTIVES</u> A. Meets Technical Require- ments in that: 1. States objectives in behavioral terms 2. States performance standards for desired behaviors 3. Defines conditions under which behavior will be demonstrated (Objectives are additionally APPROPRIATE in terms of:) B. Conceptual Framework of a <u>Content Area</u> 4. Objective is consis- tent with current,			

	Perfor- mance Rating			Comments and Notes	Explica- tion Rating			Comments and Notes	Total of Rating
	Weak	Adequate	Strong		Weak	Adequate	Strong		
authoritative descrip- tion of concepts									
5. Objective is clearly sequential with respect to other objectives									
C. A particular class of <u>Learning Outcomes</u>									
6. Objective(s) is a description of a particular level of behavior									
7. ... is one of a set of objectives which samples both complex and simple levels of behavior									
8. ... is one of a set which samples various domains of behavior and is affective as well as cognitive or psychomotor									
9. ... is one of a set which samples both									

Perfor- mance Rating	Comments and Notes	Explica- tion Rating			Comments and Notes	Total of Rating
		Weak	Adequate	Strong		
divergent and convergent modes of thinking						
D. Characteristics of par- ticular <u>Learners</u>						
10. Objective is stated in alternative terms so that individual pupils possess the necessary prerequisites for assigned tasks						
11. Objective is selected with regard to perceived purposes of pupils						
<u>IMPLEMENTS OBJECTIVES</u>						
Given this objective(s), how adequate are the following? i.e., how appropriate are they to the stated objec- tives?						

Perfor- mance Rating	Comments and Notes	Explica- tion Rating			Comments and Notes	Total of Rating
		Weak	Adequate	Strong		
A. Plans Strategies: Media which are selected Students activities stated in the plan						
B. Organizes the learning environment Media, activities are planned in sequence Physical and human elements of the environment are arranged						
C. Plans evaluation Instruments for pre- assessment Instruments for analyzing changes Plans for using pre- assessment instruments Plans for using instru- ments to assess changes						

Perfor- mance Rating	Comments and Notes	Explica- tion Rating			Total of Rating
		Weak	Adequate	Strong	
D. Interacts with pupils Elicits responses indi- cating understanding of task Elicits responses indi- cating acceptance of task Elicits responses which are overt, and frequent Adapts to responses by reinforcing appropriate responses extinguishing inappropriate responses Helps pupils summarize or generalize--anticipate next step <u>Or</u> Elicits pupil responses As consequence of responses, helps pupils anticipate next step E. Evaluate changes Assesses changes Provides for feedback					